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ABSTRACT

The bibliography contains over 3,000 citations on all aspects of career education and provides a frame of reference to adapt programs for the physically disabled. Sources were derived from the Educational Resources Information Center (ERIC) system, Dissertation Abstracts International (1972-1977), Education Index (1971-1977), and various public and private sector publications. The following major areas are covered: the theory of career education, curriculum, participants in career education programs, program evaluation, a survey of research, vocational educational, occupational information, career counseling and staff roles, job placement, world of work, and the case for career education. The curriculum section is divided into the following subsections: general, elementary, junior high, senior high, college, specific academic areas, physically disabled, minorities, intellectually gifted, deaf, educable mentally retarded, other countries, business ventures, resource materials, and electronic media and computers. The section on participants includes references on teacher inservice training, parents, the community, and business. Research areas include: career maturity, attitudes, self-image and personality, interest and motivation, vocational preference and choice, job status, values, women, sex roles, testing and instrumentation, and job satisfaction. References are arranged alphabetically by author within each topic area and usually include author, title, date, and source. (SEW)

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A Summary

Career Education for Physically Disabled Students, A Bibliography, is a comprehensive bibliography for both researchers and teachers of career education. The bibliography includes all aspects of career education and provides a frame of reference from which program adaptations for the physically disabled can be made.

Over 3,000 citations are included in this bibliography. The sources were derived from ERIC, Dissertation Abstracts International (1972-77), Education Index (1971-77), and various publications from the public and private sectors.

The bibliography has been broken down into nine major areas. The publication begins with a section on the theory of career education. Subsequent sections deal with curriculum; participants in career education programs, program evaluation; a survey of research; vocational education; occupational information; career counseling program and staff roles; job placement; world of work, and the case for career education. In many instances, citations were appropriate for more than one category, but only one listing could be made for each citation. Readers are advised to do their own cross-referencing when looking for specific information. It is hoped that *Career Education for Physically Disabled Students, A Bibliography,* will prove to be a useful and beneficial resource.

Career Education for Physically Disabled Students Series

A Theoretical Perspective
Speakers' Bureau
Classroom Business Ventures
Field Trips/Media Projects
A Work Experience Program
Self-Concept Curriculum (K-8)
Career Awareness Curriculum (K-8)
Decision-Making/Transitional Living Experience Curriculum
Evaluating Career Development Program
Adapting the School Environment

Career Education for Physically Disabled Students

A BIBLIOGRAPHY

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A Project PREP Publication

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Foreword

Human Resources Center began in 1952, when we founded Abilities Inc., a work environment intended to demonstrate the capability of disabled individuals for participation in America's competitive economy. Had someone told me then that someday I would be President of an organization that included an internationally renowned demonstration work center, a school which provides educational, vocational, social and recreational opportunities for severely disabled youngsters and attracts thousands of visitors every year, a Center whose programs encompass job training and placement, academic and vocational education, independent living, research and information dissemination and a national Center on Employment of the Handicapped, I would have asked him to step aside and let me continue with the business of the day while he dreamed for me.

Now, 27 years later, we have assembled under the auspices of Project PREP the finest staff of researchers in vocational rehabilitation and career education in the world. We are charged with a great responsibility – to reach out to communities across this nation and share with them the knowledge we have amassed that helps prepare disabled individuals to become independent and productive citizens.

During my tenure as Chairman of the White House Conference on Handicapped Individuals, I had the opportunity to travel all over the United States meeting with disabled people, members of their families, and other interested parties. I found that more than three million disabled individuals in the United States ask little more than the opportunity to receive an education, secure a job, and become taxpaying, contributing citizens of this great nation.

It is our destiny at Human Resources Center to unite several great forces in our nation's economy – industry, organized labor, education, and rehabilitation – in a monumental effort to provide opportunities for handicapped Americans to achieve their fullest potential as human beings.

Henry Viscardi, Jr.
President

Preface

Since 1952, Human Resources Center has created methods to integrate the nation's disabled into the mainstream of American life. This effort has centered particularly on the problems of job preparation and placement.

In 1976, a major five-year program was launched to examine issues related to the career development of the severely physically disabled, especially during the transition years from school to work. This program, known as Programmatic Research on Employment Preparation (Project PREP), examines the role of the education, rehabilitation, and employment communities as they interact to create an environment most conducive for career fulfillment for the disabled. The results of this research are providing the foundation for a national Center on Employment of the Handicapped to be established at Human Resources Center.

The Project is involved in developing and testing a career-development model for those with severe physical disabilities. This model is being formed on the basis of information from three major research components—Career Education, Vocational Rehabilitation, and Employment. Each of these areas is being studied to determine (a) contributions from each sector that promote, or have the potential to promote, career development; (b) gaps in knowledge in relation to career needs of students, clients, and other individuals with severe physical disabilities; and (c) methods to utilize the contributions found in item (a) and other techniques, in order to fill the gaps discovered in item (b).

This search enlists the help of experts throughout the nation from education, rehabilitation, industry-labor, other related fields and, primarily, the disabled themselves to find solutions to these important problems. Findings will be disseminated nationally through publications, conferences, multimedia materials, and training and technical-assistance programs. Target audiences include researchers, disabled individuals and their families, educators, rehabilitation practitioners, employers, labor-union personnel, government officials, and other interested individuals.

Human Resources Center provides an ideal setting for this project. The school and rehabilitation services provide laboratories for gathering information and for testing out ideas to understand the "supply" side of the labor market equation. The Center also sponsors the Industry-Labor Council, whose hundreds of corporate and union members comprise a significant portion of the "demand" side.

Specific foci of each research area are as follows:

Career Education. Career Education provides the opportunity for students who are disabled to increase their awareness and knowledge of the world of work. Special needs of students with severe physical disabilities are addressed through curricula developed for self-concept, decision-making and career awareness. These curricula are being tested and their impact evaluated through student, teacher, and parent feedback. Finally, research will be undertaken to explore mainstreaming needs and to develop strategies for more effective mainstreaming of students with severe physical disabilities.

Vocational Rehabilitation. This research area explores the problems involved in the preparation of clients for meaningful career opportunities. This research is concerned with job readiness, placement and career development. While emphasizing the placement aspects of vocational rehabilitation programming (e.g., job-analysis, job-development and job-search skills), the importance of adequate evaluation and training programming is also covered to establish the parameters for adequate preparation.

The research incorporates the viewpoint and knowledge of disabled individuals and their families, employers, rehabilitation professionals, and other manpower specialists on problems of entering, maintaining, and advancing in employment.

Employment. The final core area is aimed at discovering the problems of industry-labor and employees in the provision of career opportunities for individuals with severe physical disabilities. This research attempts to discover major adjustment problems of disabled workers so that deficits can be addressed via alterations in the career education, vocational rehabilitation, and / or employment systems. This research attempts also to identify strategies used in industry that may be relevant for inclusion in career education and / or vocational rehabilitation programming.

Studies will concern the career patterns of disabled workers as well as the organizational patterns of employers with respect to provision of career opportunities. Research also will identify the extent to which job-modification techniques have been adapted and found useful by employers and unions.

The above areas are seen as aspects of the overall development of an individual from school through work as he / she prepares for, realizes, and enhances a career. Project PREP seeks to identify and explicate this process and its components. An important aspect of this work will be a description of how education, rehabilitation, and industry-labor can interrelate to provide a smooth path for individuals with severe physical disabilities to achieve maximum independence and fulfill their productive potential.

Jack Victor, Ph.D.
Director of Research and Research Utilization

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We would also like to thank Petra Saitta and Jill Monahan for typing this manuscript and providing editorial assistance when needed. Their diligence and alertness greatly facilitated the production of this manuscript.

Introduction

The more than 3,000 citations included in this bibliography represent the results of a literature search which encompassed ERIC, Dissertation Abstracts (1972-1977), Education Index (1971-77), and various publications from the government and private sectors.

Although originally intended to be a bibliography of Career Education for the physically disabled, it soon became apparent that few Career Education programs for physically disabled students presently exist. Therefore, this bibliography includes all aspects of Career Education and provides a frame of reference from which program adaptations for the physically disabled can be made. As the purpose was to create as comprehensive a bibliography as possible, all material related to Career Education was included; readers can make their own judgements regarding the quality and usefulness of the references.

Citations have been organized into categories the authors thought most useful for Career Education practitioners and researchers. In many instances citations were appropriate for more than one category, but only one listing could be made for each citation. Readers are advised to do their own cross-referencing when looking for specific information.

Career Education for Physically Disabled Students

A BIBLIOGRAPHY

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Curriculum

Citations in this section reflect the "State of the Art" in Career Education. The literature falls into two main areas: Career Education Projects and Career Education Programs.

Career Education Projects have a time span defined by the nature of the project, i.e. an 8th grade social studies class prepares job descriptions for occupations of American colonists and compares them to contemporary occupations. Projects are usually initiated by one teacher or guidance counselor and are not part of a school-wide, comprehensive Career Education Program.

Career Education Programs, on the other hand, revolve around goals and objectives which are achieved through a planned sequence of activities throughout the school years and involve more than one subject area and teacher.

Though evaluation methods are still in the developmental stages, the ideas presented in the literature review may provide impetus, ideas, and content for new projects and programs.

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Participants

In addition to students, participants in Career Education programs include the school's teachers and guidance counselors, who generally lead Career Education programs. Positions unique to the field – "Career Education Director", "Work-Study Coordinator", "Resource Room Coordinator" – are also staffed in some instances. Parents, employers, community representatives and both federal and state governments also participate to varying degrees in Career Education programs.

Parents may attend conferences concerning their children's progress in school and future work. If they are employed, they may participate in a Career Education Speaker's Bureau and discuss their jobs with students.

Sites for field trips, speakers for the Speaker's Bureau, work-study opportunities and curriculum input are provided by employers and representatives from community organizations.

Government funding is largely responsible for the expansion of Career Education programs across the country.

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Program Evaluation

Because Career Education programs vary greatly in goals, methods and populations served, methods used to evaluate the programs also vary. Behavioral observations, tests measuring occupational interest, aptitude and knowledge and assessments of competency in performing various job related skills are the methods most often used.

Many programs reviewed in the literature do not include a formal evaluation. However, some programs that were reviewed include pre-post testing for evaluation purposes.

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Research

Sociologists, psychologists, economists and educators have researched areas which are both related to and relevant to career educators. A number of the sub-categories in this section – women, sex roles, values, decision-making, etc. – represent the psycho-social aspects of work. Inclusion of these areas expands the information base for planning programs and curriculum.

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Vocational Education

Traditionally, vocational education programs have served non-college bound students. Career educators recognize that existing vocational education programs may fit into the "career preparation" stage of the career education continuum. In turn, vocational educators see that career education has helped students to make the transition from academic curriculum to programs in vocational education which facilitate entry into the job market.

Vocational educators are beginning to incorporate career education concepts and curriculum into their own programs. Work experience may be preceded by lessons in job-appropriate social skills, work values, decision-making and interview techniques.

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Most occupational information prepared for students does not include the psycho-social aspects of work such as values, status, etc. This information may be obtained from the research section of this bibliography.

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Career Counseling

The literature in this section concentrates primarily on counseling methods. The necessity of teaching students occupational realities as well as testing their vocational interests and aptitudes is also presented.

As Career Education programs become an integral part of more and more school systems, the guidance counselor's role will have to be examined. In the past, guidance counselors were responsible for whatever formal career information or guidance students received. Counselors generally gave students vocational interest and aptitude tests, and then recommended occupations which corresponded to the test results. Now that the teaching staff is involved in developing career education curricula through which students can assess their own vocational interests and aptitudes, formal tests in these areas will no longer be the only source of personal career information for students. Counselors and teachers will need to work together to develop a Career Education program that is useful for students.

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Job Placement

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THE CAREER EDUCATION PROGRAM

The Career Education Program at Human Resources Center is built around three themes: self-concept, decision making as it relates to relative independence, and career awareness. These three themes permeate the entire K-12 program and reflect the developmental patterns of the student as he/she passes through the career development process. A career is a life-style of choice. The educational program is designed to enable the student to develop a realistic appraisal of self; to develop decision-making skills, which direct the individual to an increasing sense of control of his/her life-style; and to enable the student to have sufficient knowledge of career opportunities so that decisions related to career choices are not made in a vacuum. To this end the career education program includes:

1. *Career Education Curriculum K-8* – This consists of activities related to the above themes that can be infused into the regular curriculum of the school.

2. *Career Guidance 9-12* – This consists of ten-week group guidance programs for each of the four grade levels, with materials related to the three themes developed in increasing depth and intensity throughout the high school experience.

3. *Speakers' Bureau 4-12* – Speakers associated with varied career opportunities relate information regarding their work to students grouped according to grades 4-5-6, 7-8, and 9-12. Approximately fifty percent of the speakers are severely disabled and, in effect, provide role models for the students. The culminating experience for this aspect of the program will be a career day planned jointly with able-bodied students from a neighboring school. Parents will be invited to attend both the Speakers' Bureau and the career day.

4. *Business Ventures* – Classroom business ventures develop student skills in planning, implementing, and evaluating actual business endeavors through "hands-on" experiences. The establishment of an advertising company, a recycling company, a woodworking store, and other businesses help students gain educational as well as business experience. These real world learning situations are integrated into the school program. The intent of the

Business Ventures program is to have students assume more responsibility for the conduct of the ventures as the students reach senior high school. This will enable students to develop their decision-making skills more fully and, therefore, impact on their sense of control of their environment through experience with simulated business ventures.

5. *Field Trips* – Field trips centering around career opportunities are an integral part of the program for educational enrichment of the child. These outside experiences thrust the students into varied environments, which enable them to come to an understanding of their mobility potential, and provide opportunities for social growth beyond the classroom experience.

Media Presentations developed for use in Human Resources Center's 360° Theatre bring inaccessible environments to the students. These productions, focusing on work in factories, restaurants, radio stations, newspapers, and other career areas help students gain career insights.

6. *Work Experience Program* – The work experience program consists of five experiences requiring increasing responsibility with regard to mobility skills and level of personal independence. The program begins with a functional capacities evaluation and/or a prevocational evaluation as early as grade 9. Shadowing experiences, which allow students to observe workers at work sites, are provided in grades 9 and 10. Skills-training takes place in grades 10 and 11. Work experience placements in Human Resources Center occur in the fall of the senior year. Work experience placements, outside of Human Resources Center, will occur in the spring of the senior year with the goal being transition to full-time employment upon graduation.

7. *A Transitional Living Experience* – An independent living skills curriculum has been developed by Human Resources School. This involves classroom instruction and a live-in experience of various duration related to grade level in an adapted home environment. The purpose of the program is to promote student independence. This field experience is the culmination of curriculum activities that relate to self-concept and decision-making skills.

8. *Research and Related Studies* – The research model involves a longitudinal assessment of the impact of the total educational program on the self-concept, locus of control, and career awareness and interest of the students from K through 12. Standardized components, such as the speakers' bureau, business ventures, field trips, and the transitional living experience, will be evaluated as to the competencies they have developed through criterion-referenced tests. A data bank on the students has been established and will be used as a source to generate research problems for further study. Lastly, a follow-up study of graduates will be pursued to develop case studies relating to the problems encountered in effecting the transition from school to work.

The National Career Education Advisory Council has assisted in the development of the total program. The following council members will participate in the planning and direction of the program in the future.

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HUMAN RESOURCES CENTER: AN OVERVIEW

Human Resources Center is a private nonprofit organization dedicated to providing educational, vocational, social, and recreational opportunities for the severely disabled. The Center's broad spectrum of programs encompasses job training and placement, academic and vocational education, independent living, research, and information dissemination. Founded in 1952 by Dr. Henry Viscardi, Jr., Human Resources Center is composed of three coordinated units: Abilities Inc., Human Resources School, and the Research and Utilization Institute.

Abilities Inc. conducts programs of work evaluation, training, job development, and career placement for the disabled. Its demonstration work center employs disabled adults in fields that include electronics, telephone, banking, data processing, and other clerical and industrial operations.

Human Resources School offers tuition-free education to over 230 severely disabled children. Chartered by the Board of Regents of the State of New York, it provides a full academic curriculum and extracurricular program to previously homebound children from prekindergarten through high school level, as well as a summer camp.

The Research and Utilization Institute conducts research relating to the severely disabled, initiates and develops demonstration projects in rehabilitation and professional training, and disseminates information and program models nationally.

In August of 1977, Human Resources Center announced the establishment of a national Center on Employment of the Handicapped on its Albertson, Long Island, campus. The national Center will help communities across the nation increase and enhance employment opportunities for millions of disabled Americans.

The nucleus of this national Center is the *Industry-Labor Council,* an outgrowth of the White House Conference on Handicapped Individuals. The Industry-Labor Council unites labor, industry and rehabilitation, directing its efforts toward developing employment opportunities for our handicapped population through serving the needs of the employer community.

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